

## FAIR-OAK ELEMENTARY

1964 Oakway Road  
Westminster, South Carolina 29693

**GRADES** K-5 Elementary School

**ENROLLMENT** 682 Students

**PRINCIPAL** Carolyn Harris 864-972-9371

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	63	24	1	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No

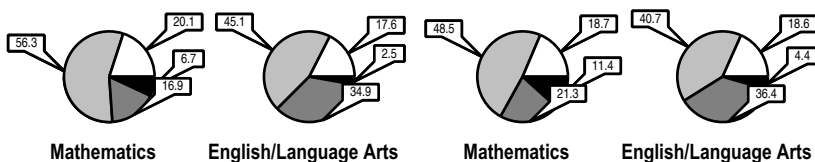
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	304	99.0	17.0	45.4	35.1	2.5	50.4	Yes	Yes
Gender									
Male	169	98.8	21.7	45.9	29.9	2.5	43.3		
Female	135	99.3	11.2	44.8	41.6	2.4	59.2		
Racial/Ethnic Group									
White	292	100.0	16.1	45.6	35.8	2.6	51.5	Yes	Yes
African-American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	234	98.7	9.4	44.6	42.7	3.3	62.4		
Disabled	70	100.0	40.6	47.8	11.6	0.0	13.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	304	99.0	17.0	45.4	35.1	2.5	50.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	299	100.0	16.8	45.7	35.0	2.5	50.4		
Socio-Economic Status									
Subsidized meals	141	99.3	28.8	45.6	24.8	0.8	37.6	Yes	Yes
Full-pay meals	162	98.8	7.6	45.2	43.3	3.8	60.5		

Mathematics - State Performance Objective = 15.5%									
All Students	304	100.0	20.1	56.3	16.9	6.7	41.2	Yes	Yes
Gender									
Male	169	100.0	17.7	57.6	17.7	7.0	41.1		
Female	135	100.0	23.0	54.8	15.9	6.3	41.3		
Racial/Ethnic Group									
White	292	100.0	19.7	56.2	17.5	6.6	42.0	Yes	Yes
African-American	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	234	100.0	15.8	54.9	20.5	8.8	50.7		
Disabled	70	100.0	33.3	60.9	5.8	0.0	11.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	304	100.0	20.1	56.3	16.9	6.7	41.2		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	299	100.0	20.0	56.4	17.1	6.4	41.1		
Socio-Economic Status									
Subsidized meals	141	100.0	26.2	60.3	10.3	3.2	31.7	Yes	Yes
Full-pay meals	162	100.0	15.2	53.2	22.2	9.5	48.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	96	100.0	16.5	42.9	37.4	3.3	40.7
	<b>Grade 4</b>	114	99.1	20.6	51.0	25.5	2.9	28.4
	<b>Grade 5</b>	111	99.1	22.0	58.0	20.0	N/A	20.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	97	99.0	16.3	37.0	41.3	5.4	46.7
	<b>Grade 4</b>	93	97.9	13.3	48.9	36.7	1.1	37.8
	<b>Grade 5</b>	114	100.0	19.5	51.3	27.4	1.8	29.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	96	100.0	13.2	64.8	17.6	4.4	22.0
	<b>Grade 4</b>	114	100.0	17.5	49.5	24.3	8.7	33.0
	<b>Grade 5</b>	111	100.0	19.0	56.0	25.0	N/A	25.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	97	100.0	14.0	66.7	15.1	4.3	19.4
	<b>Grade 4</b>	93	100.0	20.7	52.2	20.7	6.5	27.2
	<b>Grade 5</b>	114	100.0	25.7	48.7	15.9	9.7	25.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 682)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.3%	Down from 6.5%	3.0%	2.7%
Attendance rate	96.3%	Up from 96.1%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.3%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%		3.6%	3.5%
Eligible for gifted and talented	12.6%	Up from 11.0%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Up from 11.7%	9.1%	8.2%
Older than usual for grade	1.2%	Up from 1.1%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	42.9%	Up from 41.3%	52.1%	51.4%
Continuing contract teachers	85.7%	Up from 84.8%	89.8%	87.5%
Highly qualified teachers**	97.4%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	2.5%		0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 92.6%	88.5%	86.7%
Teacher attendance rate	95.2%	Down from 97.2%	95.0%	94.9%
Average teacher salary	\$40,765	Up 2.1%	\$40,884	\$40,760
Prof. development days/teacher	8.1 days	Up from 5.0 days	12.4 days	12.4 days

School				
Principal's years at school	0.2	Down from 15.0	5.0	4.0
Student-teacher ratio in core subjects	12.0 to 1	Up from 2.1 to 1	19.3 to 1	18.9 to 1
Prime instructional time	90.3%	Down from 92.3%	90.3%	90.0%
Dollars spent per pupil*	\$5,654	Up 6.8%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	67.5%	Up from 59.2%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.2%	Down from 98.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Fair-Oak Elementary is a 4K-5 public school serving 724 students in a rural community. We support our mission of developing lifelong learners who demonstrate respect for themselves, others and their environment. Awards and honors achieved included School of Promise, Exemplary Writing, Lt. Governor's Writing District Winner, SACS and NAEYC Accreditation. An after-school program, available until 6:00 p.m. and during the summer months, provides a convenient and safe child-care service which helps our students grow academically as well as socially. Instructional programs include Pat Cunningham 4-Block English/Language Arts Method, Project Read and Written Expression, Reading Recovery and Literacy Groups, Everyday Math, HUB Math and Science, Touch Math, Accelerated Reader, STAR, and MAP.

Integration of information literacy and technology is key to student achievement. All of our classrooms are equipped with a minimum of two internet accessible, multimedia computers. Two computer labs are available. One is our prescriptive math lab for grades 1-5; the other, which is adjacent to the media center, allows students the opportunity to improve technical skills, learn word processing, access the Internet and statewide information databases, and create presentation projects.

Our last report card absolute rating was GOOD and our improvement rating was UNSATISFACTORY. We targeted those students not making gain by providing after school acceleration. In addition to the individual academic plans provided in the classroom, instructional aides in each grade level provided individual and small group assistance. Curriculum mapping, exemplary writing and learning styles were goals for the 2003-04 school year.

Communication with parents and the community at large continues to be a priority. School-wide events, student performances, Family Literacy Night and numerous family activities are planned throughout the year. We keep in touch with parents through weekly and monthly newsletters, progress reports, report cards, conferences, and our outside announcement board. Our school web page ([www.oconee.k12.sc.us/fairoak](http://www.oconee.k12.sc.us/fairoak)) contains important and interesting information about our school, our faculty, and our students. An active PTO and SIC provides school volunteers, guidance, and financial support. Fair-Oak Elementary fulfills its motto: it is a school where children care to learn and learn to care.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	43	102	55
<b>Percent satisfied with learning environment</b>	97.6%	88.1%	87.3%
<b>Percent satisfied with social and physical environment</b>	95.2%	88.1%	87.3%
<b>Percent satisfied with home-school relations</b>	87.5%	84.3%	79.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.